



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Institution: **Ramadan 1438 H, June 2017** University College of Art&Education,
Majmaah University
Academic Department : English
Program : BA in English Language
Course title and code: **Graduation Project ENGL428**
Specification Approved Date : 17/2/2019

Course Specifications:

Institution: Majmaa University

Date: 17/2/2019



College/Department :
College of Education/ Department of English

A. Course Identification and General Information:

1. Course title and code: Graduation Project ENGL 428		
2. Credit hours: 2		
3. Program(s) in which the course is offered. B. A. in English		
4. Name of faculty member responsible for the course Dr. Aied Alenizi		
5. Level/year at which this course is offered: Level 9 / Fourth Year		
6. Pre-requisites for this course (if any): Research Methods ENGL 411		
7. Co-requisites for this course (if any): None		
8. Location if not on main campus: Majmaah		
9. Mode of Instruction (mark all that apply):		
a. traditional classroom	<input type="checkbox"/> * What percentage?	<input type="text" value="20 %"/>
b. blended (traditional and online)	<input type="checkbox"/> What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/> What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/> What percentage?	<input type="text"/>
f. other : Individual Conferences	What <input type="checkbox"/> * What percentage?	<input type="text" value="80%"/>
Comments:		
1. There will be few regular classes in which students are guided to the process of selecting their topics of interests.		
2. In the rest of the semester, the students set individual conferences with their advisors to track the development of the projects.		

3. Students will pay visits to the main library on campus.

B Objectives

1. What is the main purpose for this course?

1. Train students to put into practice knowledge and skills gained from the totality of their B.A. study plan.

2. Provide students with an opportunity to bridge the gap between theory and practice (and to see for themselves the problems and challenges that may lie therein).
3. Develop a range of project conducting skills (along with the relevant research-related strategies and skills).
4. Encourage students to integrate, through their project endeavour, the three components of the B.A. programme (linguistics, literature and translation).
5. Understand that a project is in many ways an unfinished work that could very often be completed in a future study (e.g. MA or PhD, research paper, etc.).
6. Stimulate students to think critically and in an interdisciplinary and cross-disciplinary way.
7. Train students to communicate with the larger community they live in (e.g. contacting some government, social or economic institutions and firms).
8. Empower students with some effective project management skills (management, inter-team and intra-team work, project presentation and project reporting).

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

1. Update text books and references.
2. Use IT or web-based reference material such as videos.
3. Use Electronic resources for written research samples and watch explanatory video on how design projects.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

This course trains students to apply their knowledge from previous courses and put into practice their overall academic skills to search, explore, design and conduct a research or writing project. Students may choose a specific problem or issue in one of the three main language-related domains (linguistics, translation, or literature). The choice of the topic could be drawn on the student's performance in previous courses or it could be relevant to the students' orientations, interest or future work. Taking this course bridges the gap between theory and practice as it allows students to engage in the study of language various disciplines and enhance their knowledge and writing skills. A project supervisor is appointed to advise, guide and track the development of their students' projects. The number of advisee should not exceed five for each advisor and the time allowed to complete the project is one semester (15 weeks, 2 credit hours).

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
1. Introducing the definition, objectives and sources of the projects. What is a project? Suggested project topics and samples.	1	2
2. Discussion about the methods of selecting the graduation project. Revision of research process, methods, plagiarism and its consequences. Drafting students' initial decisions on topics and formation of teams (if any)	1	2
3. Students decide their areas of interests and the potential subject of the project.	1	2
4. Approving topics and setting project outline and road map.	1	2
5. Students initial presentations: project title, description, motivation, aims.	1	2
6. Individual conference with students to discuss the advancements of their projects.	5	10
7. Submission of first draft.	1	2
8. Receive feedback	1	2
9. Oral or poster presentations of projects	1	2
10. Submission of final draft.	1	2

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	12 hours	None	None	None	10	22 hours
	Actual	12 hours	None	None	None	10	22 hours
Credit	Planned	2 hours	None	None	None	None	2 hours
	Actual	2 hours	None	None	None	None	2 hours

4. Additional private study/learning hours expected for students per week. 3 hours weekly
 Students must spend time and effort for self-study which include:
- Reading carefully and thoroughly about their selected topics.
 - Searching the internet for necessary materials related to their areas of interest.
 - Watching video lectures on the web the learn more about how to design a research project.

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	To be able to select a research design that is appropriate to a research topic.	Lecturing Individual conferences	Presenting chapters of the project
1.2	Ability to plan research project and set a road map for completing it.	Lecture and power point presentation	Providing a written outline of the project
2.3	Contemplate and identify the complexities of attempting to put theory into practice.	Lecture and power point presentation	Observation and discussion.
2.0	Cognitive Skills		
2.1	- Discussing with the supervisor of the project which topic to select. - distinguish between a subject and a topic (narrowing it down as the project proceeds).	power point presentation and whole group and small group discussion	Periodic reports on what has been achieved of the project
2.2	- Collecting, analysing and interpreting data. -Writing a conclusion.	Individual conferences with instructors and attending online resources.	Written pieces of the project
2.3	Evaluating existing research and developing new ones.	Individual conferences with instructors and attending online resources.	Periodic reports on what has been achieved of the project
3.0	Interpersonal Skills & Responsibility		
3.1	- Ability to work in team and individually - Communication with instructors and fellow students about topics related to the graduation topic. - Production of a graduation project. -Setting with the supervisor a time framework for completing the project and keeping to it.	Group and individual work participation and presentation discussion. Submission or written reports about	Periodic reports on what has been achieved of the project

		the project.	
3.2	Learn some important decision-making skills.		
4.0	Communication, Information Technology, Numerical		
4.1	-Use of electronic journals and databases for the purposes of doing the project. -Contacting institutions, firms, companies and individuals for the purposes of conducting the project.	Individual oral presentation	Individual assessment according to the effective oral and written pieces of the project.
4.2	Using search engines for collecting materials, reading the literature and making the project presentation.	Individual oral presentation and essay writing	Individual assessment according to the effective oral and written form
5.0	Psychomotor		
5.1	Not Applicable		
5.2			

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Abstract of proposed topic/ Title of the translated book	week 1-2	10 %
2	10% of the project	Week 5	10 %
3	50% of the project	Week 8	20 %
4	85% of the project	Week 10	20 %
7	First draft	Week 12	10 %
8	Oral or poster presentation of the project	Week 13	10%
	Final draft	Week 14	20

D. Student Academic Counseling and Support



^hour per course per week

E Learning Resources

1. List Required Textbooks

NA

2. List Essential References Materials (Journals, Reports, etc.)

- Berry, R.(1994). *The Research Project: how to write it*. London: Routledge.
- Blexter et al. (1996). *How to Search*. Open university Press.
- Griffee, D. T. (2012). *An Introduction to Second Language Research Methods: Design and Data*. TESL-EJ Publications, USA.
- Neville, C. (2007) *The Complete Guide to Referencing and Avoiding Plagiarism*, New York : Open University Press

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- <https://sdl.edu.sa/SDLPortal/en/Publishers.aspx>

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Online Journals and Articles

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access,etc.)

30 seats

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- Lecture rooms well-equipped with teaching aids
- Language labs
- Library
- Conference hall

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Laptop computer
- Multimedia projector system

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Peer evaluation,

Class observations by supervisors

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
By meetings and discussing that in regular bases

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
By doing peer-evaluating per course.

4. Processes for Improvement of Teaching
Training sessions, workshops to facilitate experience exchange among faculty members
Regular meetings to discuss and solve problems
Discussion of challenges in the classroom with colleagues and supervisors
Encouraging faculty members to attend professional development conferences
Keep up to date with pedagogical theory and practice
Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
Check marking of a sample of examination papers either by a resident or visiting faculty member
2. Arrange with another institution to have two common test items included on an exam and compare marks given
3. Double-check papers by a second reader in case of students who believe they are underrated.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
Compare syllabi and course description with other universities (including those on the net)
2. Bi-annual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Name of Course Instructor: Dr.AiedAlenizi

Signature: Reef

Date Specification Completed:1/3/1440

Program Coordinator: Dr. Aied Alenizi

Signature:Date Received:

